



# Dutch

## Introductory Course

Cobie Adkins-de Jong and Els Van Geyte

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# ***Introduction***

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## **What is the Michel Thomas Method?**

The Michel Thomas Method\* all-audio courses, published by Hodder Education, provide an accelerated method for language learning that is truly revolutionary. And they promise a remarkable educational experience that will make your learning both exciting and pleasurable.

## **How does the Method work?**

The Method works by breaking a language down into its component parts, enabling learners to reconstruct the language themselves – to form their own sentences, to say what they want, when they want. Because you learn the language in small steps, you can build it up yourself to produce ever more complicated sentences.

**No books  
No writing  
Just confidence – in hours**

The Michel Thomas Method is 'in tune' with the way your brain works, so you assimilate the language easily and don't forget it! The Method teaches you through your own language, so there's no stress, and no anxiety. The teacher builds up the new language, step by step, and you don't move on till you've absorbed and understood the previous point. As Michel Thomas said, *'What you understand, you know, and what you know, you don't forget.'*

With parallels to the way you learnt your own language, each language is learnt in 'real-time' conditions. There is no need to stop for homework, additional exercises or vocabulary memorization.

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\*US patent 6,565,358

*'Learning Spanish with Michel was the most extraordinary learning experience of my life – it was unforgettable.'*

**Emma Thompson**

*'Michel Thomas is a precious find indeed.'*

**The Guardian**

The classroom situation on the recording lets you learn with others. You enjoy their success, and you learn from their mistakes. The students on the recordings are not reading from scripts and they have received no additional instruction or preparation – just the guidance you hear on the recording. You, as the learner, become the third student and participate actively in the class.

A very important part of the Michel Thomas Method is that full responsibility for your learning lies with the teacher, not with you, the pupil. This helps to ensure that you can relax, and feel confident, so allowing you to learn effectively.

You will enjoy the Method as it creates real excitement – you can't wait to use the language.

*'There's no such thing as a poor student, only a poor teacher.'*

**Michel Thomas**

## **What level of language will I achieve?**

The Introductory and Foundation courses are designed for complete beginners. They make no assumption of a knowledge of any language other than English. They will give the beginner a practical and functional use of the

## HOW ARE THE RECORDINGS BEST USED?

- **Relax!** Make yourself comfortable before playing the recording and try to let go of the tensions and anxieties traditionally associated with learning.
- **Do not write or take any notes.** Remove notebooks, pens, dictionaries and anything else associated with learning at school.
- **Do not try to remember.** While participating in the recording and afterwards, it is important that you do not try to memorize specific words or expressions. It is a basic principle of the Michel Thomas Method that the responsibility for the student's learning lies with the teacher. With the Michel Thomas Method as your teacher, your learning will be based on understanding, and what you understand you don't forget.
- **Interact fully with the recordings.** Use the pause button and respond out loud (or in a whisper, or in your head, if you are in a public place) before the students' responses. *This is essential.* You do not learn by repetition but by thinking out the answers to each question; it is by your own thought process that you truly learn.
- **Give yourself time to think.** The students on the recordings had all the time they needed to think out their responses. On the recordings their 'thinking time' has been cut in order to make full use of the recording time. You can take all the time you need (by using your pause button). The pause button is the key to *your* learning! To get you used to pausing the recording before the students' responses, bleeps have been added to the first few tracks. When you hear the bleep, pause the recording, think out and say your response, then release the pause button to hear the student's, then the teacher's, response.
- **Start at the beginning of the course.** Whatever your existing knowledge of the language you are learning, it is important that you follow the way that the teacher builds up your knowledge of the language.
- **Do not get annoyed with yourself if you make a mistake.** Mistakes are part of the learning process; as long as you understand why you made the mistake and you have the 'ahaa' reaction – 'yes, of course, I understand now' – you are doing fine. If you made a mistake and you do not understand why, you may have been daydreaming for a few seconds. The course is structured so that you cannot go on unless you fully understand everything, so just go back a little and you will pick up where you left off.
- **Stop the recording whenever it suits you.** You will notice that this course is not divided into lessons; you will always be able to pick up from where you left off, without the need to review.

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spoken language. They are also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

The Introductory course comprises the first two hours of the Foundation Course. The Advanced course follows on from the Foundation course and expands on structures touched on in the earlier course to improve your understanding and mastery of complex language.

The Michel Thomas Method teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally, having absorbed the vocabulary and grammatical structures.

### **How quickly can I learn with the Michel Thomas Method?**

One of the most remarkable features of the Michel Thomas Method is the speed with which results are achieved. A knowledge of the language that will take months of conventional study can be achieved in a matter of hours with the Michel Thomas Method. The teacher masterfully guides the student through an instructional process at a very rapid rate – yet the process will appear informal, relaxed and unhurried. The teacher moves quickly between numerous practice sessions, which all build the learners' confidence in their ability to communicate in complex ways.

Because the Michel Thomas Method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience. This means that you can stop and start as you please.

The excitement of learning will motivate you to continue listening and learning for as long a time as is practical for you. This will enable you to make progress faster than you ever imagined possible.

## Who is the Michel Thomas Method for?

Anyone can learn a language with the Michel Thomas Method – and the wide diversity of Michel Thomas’s own students proves this. Not only did Michel instruct the rich and famous, but he also taught many so-called ‘hopeless cases’. For example, in 1997, Michel taught French to a group of sixteen-year-olds in north London who had been told they could never learn a language, and gave them the ability to use the new language far beyond their expectations – in just a week. Perhaps more importantly, he gave them the confidence to speak and a belief in, and the experience of, their own ability to learn.

Whatever your motivation for learning a language, the Michel Thomas Method quite simply offers the most effective method that is available.

## What can I do next?

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Television and radio programmes via satellite podcasts, newspapers and magazines (print or on-line) (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

Continue your study with the Foundation and Advanced courses. Then build your vocabulary with the existing and planned Vocabulary courses, which carry forward the Michel Thomas Method teaching tradition and faithfully follow Michel Thomas’s unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel’s most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas used in his earlier courses, with the all-audio and ‘building-block’ approach. The presenter builds on Michel’s foundations to encourage the student at home to build up their vocabulary in the foreign language, using relationships with English, where appropriate, or connections within the foreign language itself. The student takes part in the audio, following prompts by the presenter, as in Michel Thomas’ original Foundation and Advanced courses.

## Who was Michel Thomas?



*Michel with Grace Kelly*

Michel Thomas (1914–2005) spent most of his childhood in Germany and France. He studied psychology at the Sorbonne (Paris) and at the University of Vienna. During the Second World War he fought for the French Resistance; after the war he worked for the U.S. army. His war-time experiences, including two years in concentration and labour camps and torture at the hands of the Gestapo, fuelled his passion for teaching languages, as a result of which he developed a uniquely effective language-

teaching method that brought to his door celebrities (including Barbra Streisand and Emma Thompson), diplomats, academics and business executives from around the world. He established the first Michel Thomas Language Center in Beverly Hills in 1947, and continued to travel the world teaching languages for the rest of his life.

## Whom did Michel Thomas teach?

People came from all over the world to learn a foreign language with Michel Thomas – because his method works. His students, numbering in the thousands, included well-known people from the arts and from the corporate, political and academic worlds. For example, he taught French to filmstar Grace Kelly prior to her marriage to Prince Rainier of Monaco.

Michel's list of clients included:

- *Celebrities:* Emma Thompson, Woody Allen, Barbra Streisand, Warren Beatty, Melanie Griffith, Eddie Izzard, Bob Dylan, Jean Marsh, Donald Sutherland, Mrs George Harrison, Anne Bancroft, Mel Brooks, Nastassja Kinski, Carl Reiner, Raquel Welch, Johnny Carson, Julie Andrews, Isabelle Adjani, Candice Bergen, Barbara Hershey, Priscilla Presley, Loretta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand,



Kim Novak, Otto Preminger, Max von Sydow, Peter Sellers, François Truffaut, Sophia Coppola.

- *Diplomats, dignitaries and academics:* Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris, Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.

- *Executives from the following corporations:* AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.



# Track listing

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## CD1 Track 1

Introduction; relationship of Dutch to English.

## CD1 Track 2

Similarities in sound and spelling: *welkom* = 'welcome'; *de kat zat op de mat* = 'the cat sat on the mat'; *leren* 'to learn'; *een, twee, drie* = 'one, two, three'; *water* (*w* pronounced like English 'v') = 'water'; *is* (final *s* pronounced like the 's' in English 'sun') = 'is'; *het* = 'it' (*het* is often unstressed and sounds like 'ut'; *hier* (*je* pronounced like English 'ee') = 'here'; *warm* = 'warm'.

## CD 1 Track 3

*hè?* is used for a question to which you expect a positive reply, like English 'is it?', 'haven't you?'

*niet* = 'not'; *goed* (*g* pronounced like Scottish 'ch' in 'loch'; *oe* pronounced like English 'oo'; final *d* sounds like English 't') = 'good' or 'right' (correct); *zo* = 'like that, that way'; *te* = 'too'; *heel* (*ee* pronounced like English 'ay') = 'very'; *dit* = 'this'; *dat* = 'that'; *wat* = 'what'.

## CD 1 Track 4

*daar* = 'there'; *ik* = 'I'; *ik drink* = 'I drink' and 'I am drinking'; *werk* = 'work'; *ik werk* = 'I work' and 'I am working'; *nu* = 'now'; *ik doe* = 'I do' and 'I am doing'; *later* = 'later'; *ik wil* = 'I want'; *je* = 'you'; *wil je?* = 'want you? = do you want?'; *en* = 'and'.

## CD 1 Track 5

The Dutch infinitive, the 'to' form of the verb, like 'to drink', always ends in *n*, and usually in *en*; *drinken* = 'to drink'; *werken* = 'to work'; *wil je drinken?* = 'want you to drink? = do you want to drink?'

*eten* = 'to eat'; *doen* = 'to do'; *waar* = 'where'.

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When you have two verbs in a sentence and the second verb is in the 'to' form (e.g., 'do you want to do this?'), the second verb goes at the end of the sentence: *wil je dit doen?* We will call the verbs that send the second verb to the end 'trigger' verbs.

### CD 1 Track 6

*voor* (v pronounced like English 'f'; *oo* like English 'o' in 'for') = 'for'; *kan je?* = 'can you?, are you able to?'

The final *n* of the Dutch infinitive ('to' form of the verb) is not always pronounced.

*ik kan* = 'I can'; 'can' is a 'trigger' verb in Dutch, sending the next verb to the end of the sentence.

*voor je* = 'for you'

### CD 1 Track 7

*zien* = 'to see'

*ik wil het niet* = 'I want it not = I don't want it'; *ik wil het niet drinken* = 'I want it not to drink = I don't want to drink it' – words like *het* and *je* usually come before *niet*.

*wil je?* is used for 'would you like?'

*waarom* = 'why'; *ik zie* = 'I see'.

### CD 1 Track 8

*heel goed* = 'very good' or 'very well'; *ik zie het niet goed* = 'I see it not good = I don't see it well'.

*zijn* = 'to be'; how to pronounce the Dutch *ij* sound.

*komen* = 'to come'

### CD 1 Track 9

*we* = 'we'; *we willen* = 'we want'. For 'we', we use the whole verb, the 'to' form; *willen* = 'to want' – a 'trigger' verb; *we komen* = 'we come' or 'we are coming'.

*gauw* = 'soon'; *ik kom* = 'I come' or 'I am coming'.

*we eten* = 'we eat' and 'we are eating'; *wat eten we?* = 'what eat we?' = 'what are we eating?'

### CD 1 Track 10

*middag* = 'afternoon'; *dag* = 'day'; *vanmiddag* = 'this afternoon'; *dag* is also used to mean 'Hello' or 'Goodbye'.

*gaan* = 'to go'; *we gaan* = 'we go' and 'we are going'; *ik ga* = 'I go' and 'I am going'; *ga je?* = 'go you?' = 'are you going' or 'do you go?'; *gaan* is a trigger verb.

### CD 1 Track 11

*beginnen* = 'to begin'; *ik begin* = 'I begin' or 'I am beginning'.

*maar* = 'but'; *nu niet* = 'now not = not now'; *hier niet* = 'here not = not here'; *daar niet* = 'there not = not there'.

### CD 1 Track 12

*hem* = 'him'; *haar* = 'her'; *helpen* = 'to help'; *me* = 'me'; the final *e* in Dutch words is always pronounced but not stressed.

*het spijt me* = 'it pains me = I'm sorry'.

### CD 1 Track 13

*ik moet* = 'I must / have to'; *je moet* = 'you must / have to'; *we moeten* = 'we must / have to', from *moeten* = 'to have to'; *moeten* is a trigger verb.

*vinden* = 'to find' (something); *ik moet haar vinden* = 'I must / have to find her'.

### CD 1 Track 14

*weten* = 'to know'; in Dutch you always need to indicate what it is you know or don't know, so *ik weet het* = 'I know (it)'; *we weten het* = 'we know (it)'; often the *het* is not stressed.

The word order is changed when you ask a question: *weet je?* = 'do you know?' The verb form for *je* is often different for questions, but not for *weten*.

*Ik kan het niet vinden* = 'I can't find it'.

**CD2 Track 1**

*begrijpen* = 'to understand' or 'to get to grips with'; how to pronounce the Dutch *ij*; *begrijpen* also requires you to say what it is you understand, so *ik begrijp het* = 'I understand (it)'; *we begrijpen je* = 'we understand you'; *ik begrijp je niet* = 'I don't understand you'.

In Dutch, unlike English, there is only one way of expressing the present tense, so there are no separate tenses as in the English 'you understand', 'you are understanding' or 'you do understand'. *Begrijp je me?* 'Do you understand me?'

**CD2 Track 2**

*hebben* = 'to have'; *we hebben* = 'we have'; *ik heb* = 'I have'; the final *b* isn't stressed and sounds like a 'p'.

*We hebben het niet voor hem* = 'we have it not for him = we don't have it for him'.

The word order changes when asking a question: *waarom heb je het niet?* = 'Why have you it not? = Why don't you have it?'; *Wat heb je?* = 'what have you (got)' or 'what do you have?'

*niets* = 'nothing'; *iets* = 'something'; *ik wil niets drinken* = 'I don't want to drink anything'.

*Ik heb iets* = 'I have something'.

**CD2 Track 3**

*zeggen* = 'to say or to tell'; *ik wil je iets zeggen* = 'I want to tell you something'; *wat kan je me nu zeggen?* = 'what can you tell me now?'

Keep the *niet* with the 'to' form of the verb: *ik kan het nu niet vinden* = 'I can't find it now'.

*want* = 'for', meaning 'because'; *want ik wil het hebben* = 'for / because I want to have it'.

**CD2 Track 4**

*Ik moet het gauw doen* = 'I have to do it soon'.

*ze* = 'they'; *ze* has the same verb form as *we* ('we'), i.e. the 'to' form of the verb; *ze moeten het eten* = 'they have to eat it'.

*geven* = 'to give'; *ik moet haar iets geven* = 'I must give her something'; *ik geef* = 'I give'; in Dutch a word cannot end in 'v' (or 'z'), so the 'v' from *geven* becomes an *f*.

*kan je het zo doen?* = 'can you do it like that?'

### CD2 Track 5

*nodig* = 'needed' or 'necessary' (the *-ig* ending is always a neutral sound);  
*nee* = 'no'; *ja* = 'yes'

*nee, dat is niet nodig* = 'no, that isn't necessary'; *ik heb het nodig* = 'I have it needed = I need it'; *heb je het nodig?* = 'do you need it?'

### CD2 Track 6

*morgen* = 'tomorrow'; *ik wil morgen hier zijn* = 'I want tomorrow here to be = I want to be here tomorrow'

### CD2 Track 7

*vandaag* = 'today'; *vandaag niet* = 'today not = not today'; *ik help je vandaag niet* = 'I'm not helping you today'.

*laat* = 'late'; *het is te laat vandaag* = 'it is too late today'.

*hoe* = 'how'; *hoe doe je dat?* = 'how do you do that?'; *hoe laat is het?* = 'how late is it? = what time is it?'; *hoe laat wil je morgen hier zijn?* = 'what time do you want to be here tomorrow?'

### CD2 Track 8

In Dutch, events that will take place in the future are usually expressed in the present tense, so *ik doe het morgen* = 'I will do it tomorrow'; *ik wil het later doen* = 'I want to do it later'

*bellen* = 'to phone'; *ik bel je morgen* = 'I'll phone you tomorrow'

### CD2 Track 9

*blijven* = 'to stay'; *we blijven, niet, hè?* = 'we're not staying, are we?';

*lang* = 'long'; *hoe lang blijven we vanmiddag?* = 'how long are we staying this afternoon?'; *ik blijf* = 'I stay'; *hoe lang kan je vandaag blijven?* = 'how long can you stay today?'

**CD2 Track 10**

Words ending in '-ation' in English, like 'information', end in *-atie* in Dutch, *informatie*; *situatie* = 'situation'; *operatie* = 'operation'; *reputatie* = 'reputation', etc.

*de* = one of the words meaning 'the'; *de situatie is goed* = 'the situation is good'.

**CD2 Track 11**

*hij* = 'he'; *hij heeft* = 'he has'; *hij heeft de inspiratie nodig* = 'he needs the inspiration'.

*ze* = 'she'; this is the same word as for 'they' in Dutch, but the verb ending will tell you which is meant: *ze hebben* = 'they have', but *ze heeft* = 'she has'.

'He', 'she', and 'it' have the same verb form and there is almost always a *t* at the end of it. There are a few exceptions: the trigger verbs *wil* – 'he / she / it wants', *kan* – 'he / she / it can', *heeft* – 'he / she / it has', and *is* – 'he / she / it is'.

*slecht* = 'bad'; *de situatie is slecht* = 'the situation is bad'.

**CD2 Track 12**

If words like 'good', 'bad', 'happy', etc. are followed by another word which they describe, they have an extra 'e' on the end, which is pronounced as an unstressed 'uh': *slechte informatie* = 'bad information'; *het is een slechte situatie* = 'it is a bad situation'.

In *dat is goed* = 'that is good' the 'd' sounds like a *t* but in *goede informatie* = 'good information' it sounds like a 'd' again.

*een* = 'a'; the same word as *een* = 'one' but pronounced differently.

*morgen* = 'tomorrow' and 'morning'; *goedemorgen* = 'good morning'.



## Your guide to the Michel Thomas Method courses

- No books
- No writing
- Just confidence

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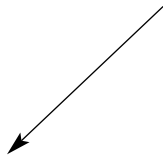
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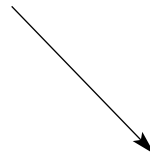
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